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ABSTRACT

Current educational reform initiatives could be strengthened by more actively involving students in teaching younger students with the collaboration of teachers and other adults. This handbook for teachers, students, and parents provides information about training and providing opportunities for students to tutor younger students. The book shows how the learning process can benefit both tutor and student by going beyond the teacher-led classroom to one that is more democratically organized. Chapter 1 provides an historical background to tutoring of younger students by older. Chapter 2 is concerned with learning styles and different forms of intelligence. Chapter 3 examines selection of peer teachers and tutors, planning meetings, assessment of learning and teaching styles, the teacher's role, and when and where to conduct peer teaching. Chapter 4 covers teaching sessions and reviews, while chapter 5 addresses ways to evaluate and modify a tutoring program. Chapter 6 provides descriptions of some possibilities of carrying the peer teacher to higher levels and looks to the future of the self-determined student. Each chapter contains references. (KB)

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